

Academic Recovery Strategy

| Summary information | | | |
|----------------------------------|----------------------------|---------------|---------------------|
| School | Ham Dingle Primary Academy | Academic Year | 2021-2022 |
| Allocated Grant funding | | | |
| Trust and Additional DfE Funding | | | School Led Tutoring |
| £28,668 | | | £8,100 |
| Total £36,768 | | | |

| Rationale |
|---|
| <p>The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst Headteacher’s will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.</p> <p>The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.</p> <ul style="list-style-type: none"> • Education is not optional • All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. • The curriculum remains broad and ambitious <p>The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year’s census and will not include Nursery numbers, meaning we The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.</p> <p>At Ham Dingle, this money will be used in order to provide:</p> <ul style="list-style-type: none"> • Teacher CPD to improve the quality first teaching that supports “catch up” of all pupils • Curriculum resources and materials that supports “catch up” of all pupils • The additional funds to provide Student Led Mentoring to those pupils who will benefit the most via implementing School Led Tutoring <p>There are three broad aims for “catch up” at Ham Dingle:</p> <ul style="list-style-type: none"> • Attainment outcomes at end of 2021-22 for all year groups will be in line with those at the end of 2019-20. In particular, both Years 5 and 6 will be back in line with their KS1 results • The mental health and pastoral needs of pupils are met and supported by the school, with a particular focus on raising the profile of attendance • Supporting parents to better support their child to catch-up, with a particular focus on phonics and reading at KS1 |

DfE asks that schools meet the following key expectations:

- 1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.**
- 2. Aim to return to the school's normal curriculum in all subjects.**

In response Ham Dingle has:

devised a curriculum growth model and redesigned the curriculum in response to COVID Disruption to ensure we have sufficient time available to focus on deliberate practise and catch-up, we have evolved and rewritten our curriculum model. This document has been produced in response to the challenges faced from the disruption of COVID. We recognise the needs of our children that are present as a result of the global pandemic and the disruption to their education. We have identified the challenges that our children face, and this document identifies our school-based solutions to the challenges identified. For a full copy of the document *please see Curriculum Growth 2021-2022*.

- 3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.**

In response Ham Dingle has:

Ensured that every teacher knows the exact September starting points for each child for reading, writing and maths. Every child sat the end of year assessment for reading and maths and question level analysis entered into MARK. This system then analysed each pupil's level of attainment and gaps and these report were shared and discussed with the receiving teacher during the end of Pupil Progress Meetings. Writing was assessed using the identified end of year criteria and again pupil's writing gaps were shared and discussed as part of this process. In addition to this we have:

Maths

- Implemented the use of the NCTEM's COVID Recovery Curriculum Prioritisation resource and materials along with prior learning 'ready-to-progress' criteria to ensure any gaps are identified and closed before moving on in maths. All pupils from 2-6 to sit the Rising Star 'Ready Check Go' start of the year maths assessment to identify summer slippage in relation to pupils' understanding of core maths building blocks. This is will be further supported by the use of termly PUMA assessments to identify cohort and individual gaps to plan provision and bespoke interventions on a termly basis. The use of pupil question level analysis means pupil's individual gaps are highlighted and shared with both pupils and parents

Phonics

- Increased the frequency of phonic assessments to ensure gaps are identified more frequently and bespoke learning plans and intervention created and implemented
- Introduced the use of 'wobbly wallets' to ensure that slippage or absence is addressed on a daily basis

Reading

- Implemented the use of a fluency Assessment to assess which pupils have age-expectations for norms of fluency and to provide support for those who do not. This is further supported by the use of PIRA termly assessments to identify cohort and individual gaps to plan provision and bespoke interventions on a termly basis. The use of pupil question level analysis means pupil's individual gaps are highlighted and shared with both pupils and parents

Writing

- Analysed pupil writing outcomes in relation to ARE expectations and ensured that all pupils have bespoke writing targets to include and use in all of their writing

- 4. Develop remote education so that it is integrated into school curriculum planning and can be used when required.**

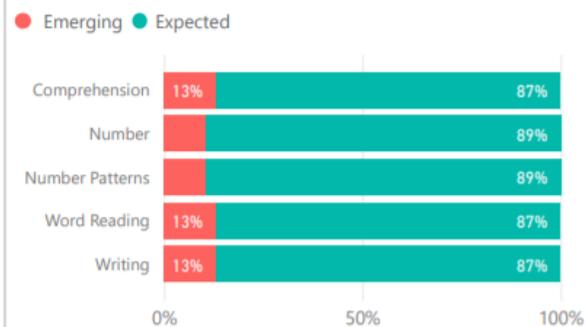
In response Ham Dingle has:

- Written a continuity of education plan to ensure that all pupils continue to have access to high quality education of a full curriculum should they be impacted by any restrictions imposed by COVID 19. This ensures all pupils have access to live streamed lessons by their class teacher.
- Implemented the use of several online platforms to enable pupils greater access to supplement and support frequency and fluency of maths and reading

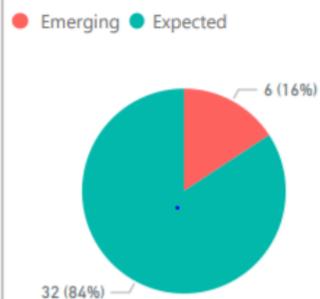
Identified Impact of Lockdown and Ongoing COVID Disruption – September 2021 Starting Point

EYFS

Early Learning Goals - End of year prediction



GLD - End of year prediction



% Ach GLD+

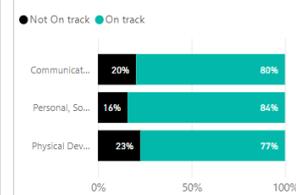


Lockdown impacted less significantly on children in EYFS as numbers attending were high during the Spring 2021 lockdown. For those pupils who did not physically attend, they attended live learning and were often accompanied by an adult who guided them through the direct instruction and then further supported independent practice. Furthermore, this was a small cohort and in unit ratios were kept to a minimum.

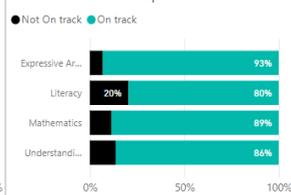
Review

Autumn 2021 Update

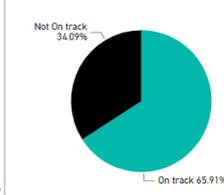
Current Attainment - Prime Areas



Current Attainment - Specific Areas



Current Attainment - Overall



Number of Children on track overall

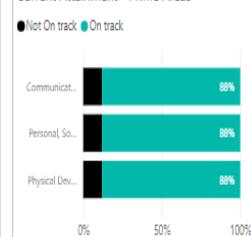
| | |
|------------------------------|----|
| Expressive Arts & Design | 41 |
| Mathematics | 39 |
| Understanding the World | 38 |
| Personal, Social & Emotional | 37 |
| Communication & Language | 35 |
| Literacy | 35 |
| Physical Development | 34 |

As a result of this year's cohort having poorer language and and less maturity, only 66% of the cohort are on track to achieve a good level of development. This is much lower when compared to previous Ham Dingle cohorts. When compared to the same point last year 84% of the cohort were on track. Physical development and communication and language are the areas where children are doing less well.

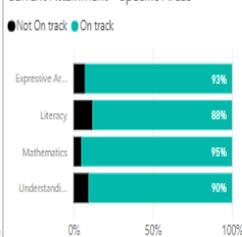
Review

Spring 2022 Update

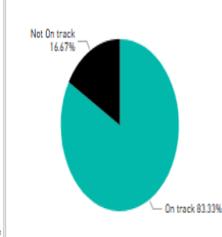
Current Attainment - Prime Areas



Current Attainment - Specific Areas



Current Attainment - Overall

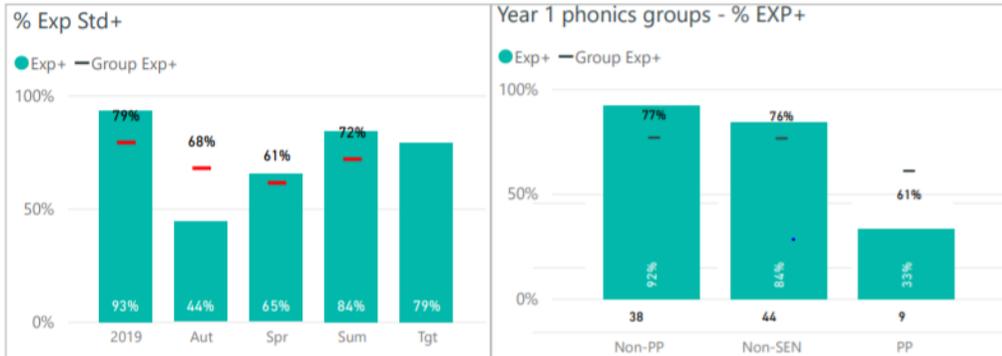


Number of Children on track overall

| | |
|------------------------------|----|
| Mathematics | 40 |
| Expressive Arts & Design | 39 |
| Understanding the World | 38 |
| Communication & Language | 37 |
| Literacy | 37 |
| Personal, Social & Emotional | 37 |
| Physical Development | 37 |

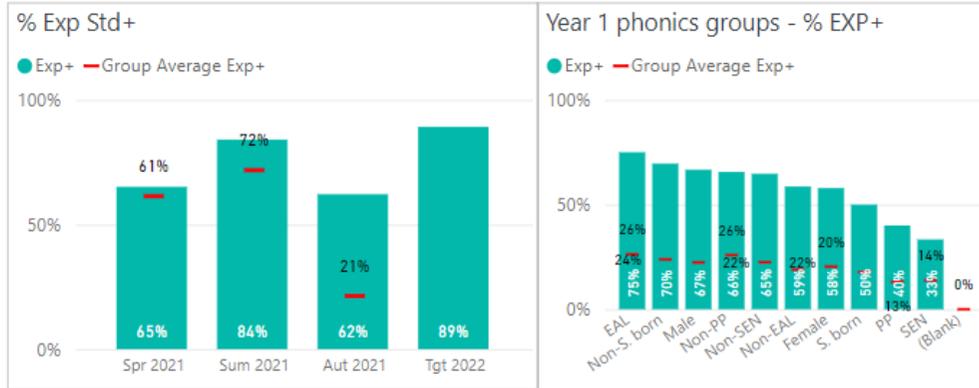
The whole class and group catch up interventions put in place during the Spring term have had a very positive impact on progress and attainment. At the end of the Spring term, 83% of the cohort were on track to achieve GLD . They are on track to achieve and exceed their target of 84%. The identified areas for improvement are now in line with stronger areas. Targeted interventions that have proved effective are being continued with other children but overall, the number of pupils requiring wave2/3 interventions has decreased significantly. (see Class Catch-up Plans for details)

Phonics



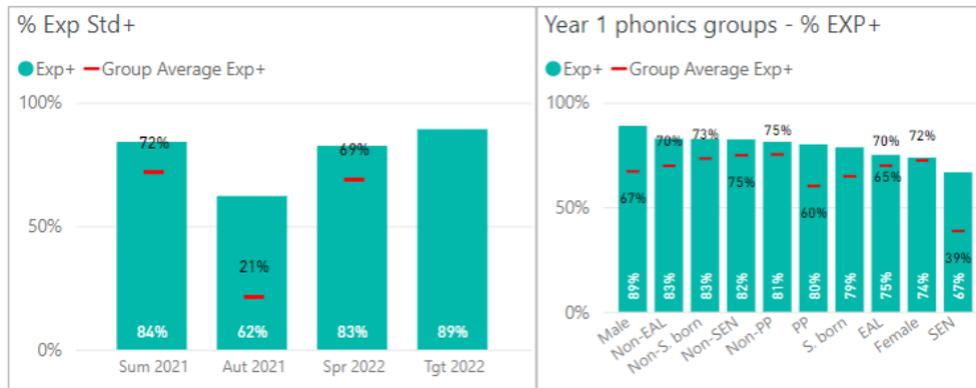
The Spring lockdown impacted significantly on disadvantage pupils, with regression in the proportions of pupils on track to achieve the required standard in the Phonics Screening Check. As a result, larger proportions of disadvantage pupils are moving into Year 2 having not achieved the required standard on the Year 1 Phonics Screening Check. This also impacted on the proportions of pupils achieving the expected standard, in Year 1, on the end of year assessment paper (PUMA)

Review Autumn 2021 Update



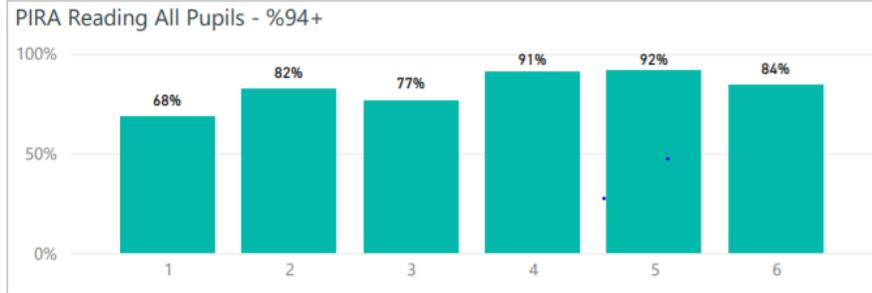
The Autumn data drop indicates that 62% of the cohort have already achieved the required standard (32) on a Year 1 PSC. The gap between disadvantaged and non-disadvantaged pupils is 26% which is significantly narrower than the gap for last year's cohort which was 51%. The impact of all the interventions and introduction of the new PS suggests that pupils are further ahead when compared to the same point last year as only 44% of the cohort had achieved the required standard.

Review Spring 2022 update



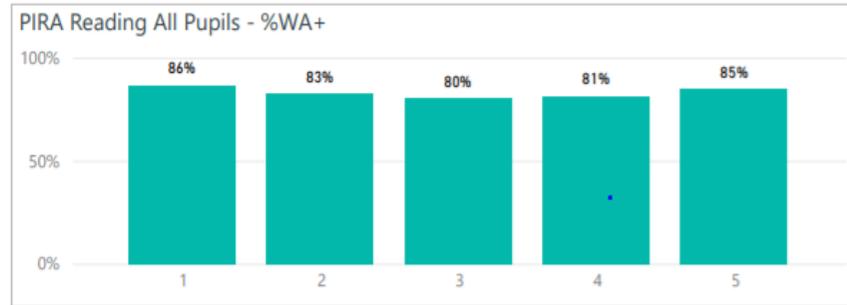
The continued positive impact of the Read Write Inc programme at Wave 1 can be seen in the Spring data, with 83% of the cohort now achieving the required standard on a Yr 1 PSC. The targeted phonics interventions – Wobbly Wallets, Breakfast Phonics and RWI 1:1 tutoring – have had a significant impact with many of the children receiving them moving from low to high scores during the term (see Class Catch Up plans for details). Disadvantaged pupils are now doing as well as non-disadvantaged in this cohort and all key groups have made good progress towards the end of year target.

Reading



Pupils' reading engagement during lockdown was strong with teacher's live streaming whole class reading sessions. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasing. Live streamed lessons were of high quality in most year groups, apart from Year 3. As a result, standardised tests indicate that there are a proportion of pupils working below the standard expected on entry to their current year group for both Year 2 and Year 4. Again data indicates that disadvantage pupils have been impacted more significantly than non-disadvantage pupils, with gaps being the widest in the current Year 2,3 and 4

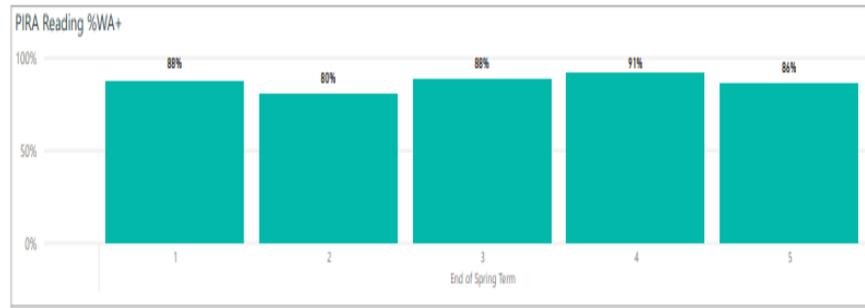
Review Autumn 2021 Update



The Autumn data indicates that all year groups, apart from Year 5, have continued to build on Summer 2021 attainment. Our cause for concern year groups (2 and 4) have made strong progress and increased the proportions of pupils working at the expected standard. Year 2 are now in line with both their FFT 20 target 81% and UL Target of 82%. Year 4 are now exceeding their FFT20 target of 52% but are slightly adrift from their UL end of year target of 92% Pupil premium data indicates that despite attainment rising, attainment gaps between disadvantage pupils and non-disadvantage pupils gaps have narrowed significantly. The largest gap still remains in Year 2 but this has narrowed by 24

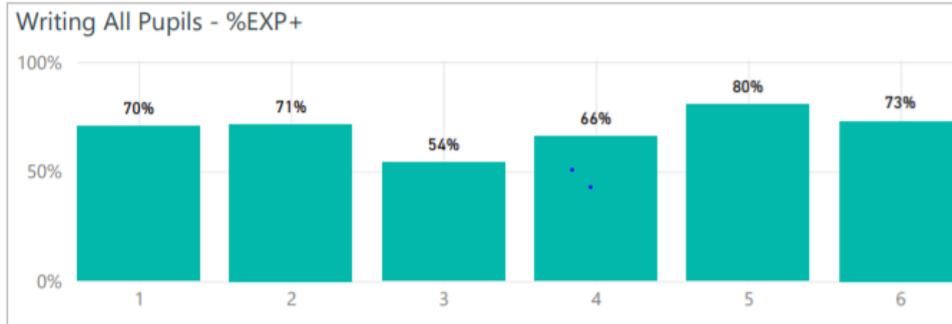
percentage points across just one term.

Review Spring 2022 update



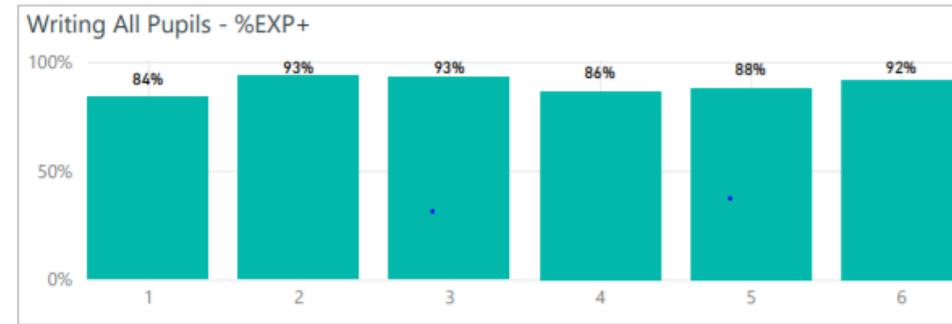
Spring term data shows that progress has continued to be made in all year groups except year 2. Progress has been particularly strong in Y4. Where there are FFT20 targets in place, only yr 5 are slightly adrift at this point. All yr groups have already met their UL target except for Y2 who are 2% adrift at the moment. The gap between the attainment of PP pupils and non-PP pupils still remains, especially in Yr 2 and Y4. Learning losses seen following lockdowns have been eradicated and high %s of pupils are now working at GDS in reading.

Writing



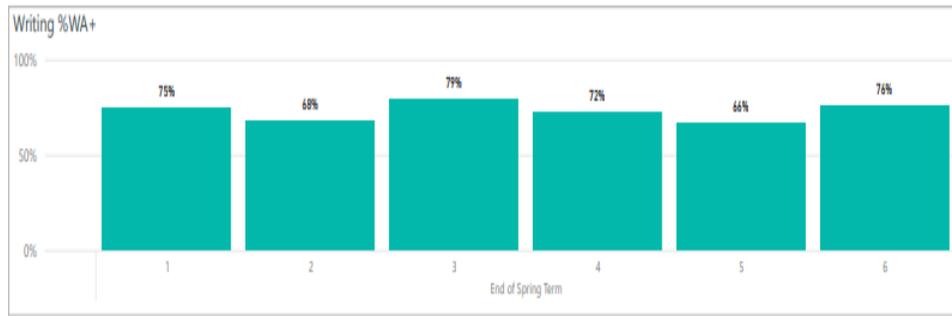
Pupils haven't necessarily missed 'units' of learning, however they have missed essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout home schooling are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Handwriting and letter formation has been significantly impacted, especially for our youngest pupils. Teacher assessment indicates that a significantly high proportion of pupils are not fluent in the year group below skills and are working below the standard expected on entry to their current year group. This particularly evident for the current Year 4 and 5. Data indicates that disadvantage pupils in the current Year 2 and 6 are doing significantly less well in writing compared to non-disadvantaged pupils in the same year group.

Review Autumn 2021 Update



Autumn term data indicates that all cohorts have made strong progress since their end of year data. Strong gains have been seen in all year groups, however, these figures include all children who are currently on track to achieve the end of year expectation. Current Year 5 are the only year group who are not exceeding their FFT20 target of 93%. All other year groups are either exceeding or in line with their UL end of year targets and both Years 5 and 6 are now in line with their KS1 data or exceeding their KS1 data.

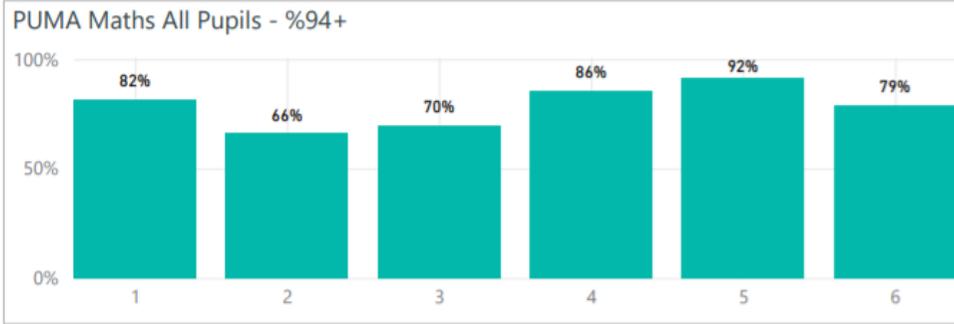
Review Spring 2022 Update



All classes have made progress from their Autumn term data for the proportions of pupils working at ARE for this point in the year. The above graph shows working towards and at ARE. The table below shows the progress from autumn to spring for the proportions of pupils working at ARE

| | Autumn % ARE | Spring % ARE |
|--------|--------------|--------------|
| Year 1 | 62% | 75% |
| Year 2 | 67% | 68% |
| Year 3 | 75% | 79% |
| Year 4 | 51% | 72% |
| Year 5 | 61% | 66% |
| Year 6 | 77% | 76% |

Maths



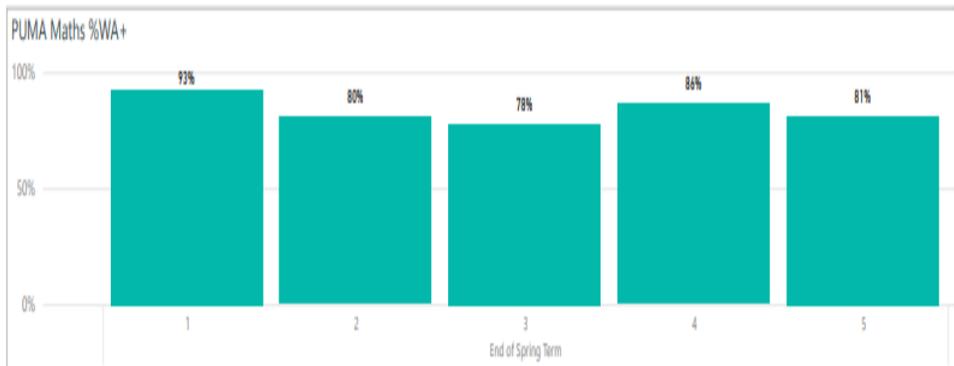
The maths curriculum has been taught well remotely due to the teaching style of staff. However, standardised tests identify that there are strand specific gaps, in particular fractions and geometry. Children remain excited and keen to learn maths however, recall of calculation strategies and secure number sense is now less fluent, particularly in the youngest pupils and lower KS2 pupils are reverting back to inefficient methods to complete calculations. Data indicates that disadvantage pupils in the current Year 2,3 and 4 are doing significantly less well in maths compared to non-disadvantaged pupils in the same year group.

Review Autumn 2021 Update



Autumn term data indicates that all cohorts have regressed since their end of year data, apart from Year 6 who have remained the same. Data indicates that disadvantage gap is narrowing in the current Year 3 and 4 but the gap in the current Year 2 is still significant

Review Spring 2022 Update



Spring term data indicates that all year groups have added value to the proportions of pupils achieving ARE. Significant progress has been made in Year 1, this data is now above what this cohort achieved at the end of Reception for Number and Number Patterns. The learning losses seen in autumn have been eradicated in all year groups, with the exception of Year 5 who are still 5 percentage points adrift from their end of Year 4 summer data. Both Year 3 and Year 4 have added significant value to their summer data.

| | |
|----------------------------------|--|
| Non-Core | Following the March 8 th return, knowledge gaps in History and Geography were identified. Pupils were questioned in relation to prior knowledge required to access the September sequencing of learning. As a result, curriculum adaptations were made and a bespoke Summer term curriculum plan was put in place to ensure a full curriculum could be accessed by all pupils. Vertical concepts (areas of content) have been explicitly identified to ensure that pupils develop a deep and meaningful understanding and build rich schemata to enable pupils to access deeper material as they move through the curriculum. |
| Review Spring 2022 Update | Complete units of work across all the foundation subjects are now being completed using the increased frequency model. Opportunities are being identified and taken to reinforce and develop literacy and mathematical skills across the curriculum. The disciplinary knowledge approach and the delivery of vertical concepts, is improving the pupils' individual subject knowledge and enabling them to know and remember more. |
| SEMH | Lockdown has affected pupils' social, emotional and mental health as well as pupils' learning behaviours, particularly their ability to learn collaboratively as remote learning required them to work in isolation. Attendance has also become an issue due to parents being very cautious and anxious. |
| Review Spring 2022 Update | Attendance for the whole school has improved and is now strong. It was 95.3% for the Spring term (National was 89.1%). Pupils have overcome any anxieties about returning to school post-Covid which has been helped by the lifting of restrictions. We have observed that older pupils seem to be less tolerant of each other and have had more falling out, resulting in an increase in behavioural incidents. In response we have introduced Conscious Discipline, Class Family, Ham Dingle Learner Charter and Kagan structures to provide more opportunities for collaborative learning and Mental Health Champions to promote the importance of good mental health with our oldest pupils. Where families are still struggling to get back into pre-Covid routines, Early Help has been offered by the school. |

| Identified attainment gaps: | | | Au | Sp | Su |
|---|---------------------|------------|----|----|----|
| STILL CAUSE FOR CONCERN | PROGRESS BEING MADE | ERADICATED | | | |
| 1. A higher than usual proportion of pupils moving to Year 2 are working below the expected standard for reading Update – good progress has been made in this area as the proportions of pupils in Year 2 now working at ARE is 80% (risen from 68% at the end of Year 1) | | | | | |
| 2. A higher than usual proportion of disadvantaged pupils moving to Year 2 having not achieved the required standard on the Year 1 Phonics Screening Check Update - | | | | | |
| 3. Lower than usual writing attainment, with gaps relating to basic grammar and spelling Update - | | | | | |
| 4. A higher than usual proportion of pupils moving to Year 3 and 4 are working below the expected standard for maths Update – good progress has been made in this area as the proportions of pupils in Year 3 now working at ARE is 78% (risen from 66% at the end of Year 2). The proportions of pupils now working at ARE in Year 4 is now 84% risen from 70% at the end of Year 3. | | | | | |
| 5. Reading Attainment gap between disadvantaged pupils and non-disadvantage pupils in Years 2 and 4 Update – Although the gap in Year 2 has narrowed from 57% to 39%, the gap in Year 4 has increased from 39% to 42% | | | | | |
| 6. Maths Attainment gap between disadvantaged pupils and non-disadvantage pupils in Years 2, 3 and 4 Update – Although there still remains significant gaps between disadvantage pupils and non-disadvantage pupils in Years 2,3 and 4. All gaps have narrowed: Year 2 down to 26% from 47%, Year 3 down to 36% from 65% and Year 4 down to 31% from 49% | | | | | |

| Identified barriers to future attainment Autumn 2021: | Review Spring 2022 Update |
|---|---|
| 1. Low levels of speech and language within EYFS | Spring data shows an uplift in the % of pupils on track to be Expected in Communication and Language from 80% to 88%. By screening all pupils for Wellcomm, tailored interventions to close identified gaps have been implemented early on. For pupils who are still Emerging in this Prime area, School have involved external services and professionals where needed. |
| 2. Pupils in Reception with low or no Nursery experience – lack of maturity compared to previous years | The good provision in place in EYFS has supported all pupils with adopting good routines, developing good relationships and understanding the expectations that staff have of them. The uplift in the % of pupils on track for Personal, Social & Emotional from 84% to 88% reflects the additional work being done to ensure pupils are ready to transition into year 1 in September. |
| 3. Low phonic knowledge of pupils in Year 1 and 2 | The introduction of RWI has had a significant positive impact on the day to day teaching of phonics and the % of pupils achieving the expected outcome of the Phonics Screening Check. 83% of Y1 pupils are now on track to pass the Screening Check which is an uplift of 21% from the Autumn data. The number of Year 2 pupils who are now on track has increased and those still working towards are receiving 1:1 tutoring. |
| 4. Implementation and delivery of new phonics scheme due to LS not being recognised as a recommended scheme | The replacement of Letters and Sounds with Read Write Inc has been a very positive step. Pupil phonic knowledge and reading skills are developing faster than in previous years and there is a huge amount of CPD available on line and in person for staff which has strengthened our provision across EYFS & KS1. |
| 5. Low writing stamina and attainment of key skills | Writing has been & continues to be a whole school focus and outcomes are improving steadily towards pre-Covid standards |
| 6. Implementation of new maths approach | Spring data reflects the positive impact of the approach which was aimed at ensuring pupils caught up on maths that was difficult to teach remotely during lockdowns. |
| 7. Two teachers qualified during in lockdown and have limited experience at operating fully functionally | These teachers have received additional support from leaders across the curriculum. |
| 8. Attainment of disadvantaged pupils impacted further, particularly for reading and maths | The attainment of disadvantaged pupils continues to be a focus of us as these were the children impacted most significantly by the pandemic. Staff have drilled down into data to identify specific barriers to learning and address them with targeted interventions and family support. |

| Intent: | | |
|--|---|---|
| 1. Teaching and whole school strategies | 2. Targeted Academic Support | 3. Wider Strategies |
| Effectively embed evidenced-informed practices to ensure that the quality of teaching, curriculum and provision is consistently strong in all year groups secures catch-up across all areas of the curriculum. | High quality 1:1 and small group tuition | To support catch up, embed further the school's culture for learning |
| Further enhance whole school reading provision to prepare all pupils to become readers for life, fostering a deep love of reading for both pleasure and information | Implement evidence led interventions in the areas where pupils have lost the most learning – only using those we know have impact | Further enhance school partnerships, including the increased levels of parental engagement to support their children's learning and progress. |

| | | |
|--|--|---|
| Further refine and enhance the school's maths mastery approach to enable a greater security of mathematical understanding and fluency | Implementation of effective continuous provision in Reception and Year 1 | Further strengthen whole school attendance by improving attendance of identified groups & individuals, particularly Pupil Premium |
| Strengthen the teaching and learning of phonics and early reading with the introduction and embedding of a new programme | | |
| Ensure highly effective diagnostic assessment and feedback accurately supports planning and provision to promote catch-up – especially writing | | |

| EEF Recommendation 1: Teaching and whole-school strategies | | |
|--|--|--|
| EEF Strategy: Support Great Teaching – High Quality Teaching for All | EEF Rationale: Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning Improving the quality of teaching—both the planning and implementation—is almost always supported by high quality professional development. | |
| <p align="center">Specific implementation at Ham Dingle</p> <p>Effectively embed evidenced-informed practices to ensure that the quality of teaching, curriculum and provision is consistently strong in all year groups and secures catch-up across all areas of the curriculum. (see SIP for additional key leavers and actions)</p> <p>Review Spring 2022 Update RAG rated</p> | Intended Impact | Cost |
| <ol style="list-style-type: none"> 1. Teaching and Learning Policy to be reviewed, rewritten and implemented to ensure all children are taught based on the Four Broad Dimensions of the EEF 'Great Teaching Toolkit'. 2. Update the school's Teaching and Learning Prepare document to reflect the Four Broad Dimensions of the EEF 'Great Teaching Toolkit' 3. Implement a clear 5 stage lesson design to ensure that teachers scaffold pupils towards clear success in all subjects 4. Further enhance teacher modelling and explanation, ensuring all evidence led practices are consistently embedded in delivery Evidence led practices: Cognitive Load Theory (Sweller et al, 1994; 2019) Fully Worked examples then fading support over time (Van Merrienboer and Kirschner, 2003) Rosenshine Principles (Rosenshine 2010) 5. Further improve the effectiveness of questioning techniques and strategies to impact on securing deeper learning and retention 6. Further embed the testing effect and recall and retrieval practices to ease the forgetting curve 7. Implement and embed Explicit Vocabulary Instruction so that pupils secure a deep meaning of the content they are learning and can unwrap other words across the curriculum. 8. Purchase Walkthru subscription and resources to support teacher implementation development 9. Train all staff on effective Kagan collaborative learning strategies 10. Train all staff on the use of Swivl to record their practice and watch back to self-evaluate | <p>Monitoring indicates that all teacher M&E consistently includes: Elements of Barak Rosenshine's principles Worked/part-worked examples Explanations follow Cognitive Load Theory guidance</p> <ul style="list-style-type: none"> • Redundancy effect addressed; • Split-attention effect reduced; • Complex ideas broken down into smaller chunks of accessible information. <p>90% of teacher M&E is identified as strong</p> <p>Monitoring indicates that all teachers have a highly effective questioning toolkit and understand the purpose and impact of deploying each questioning technique. Monitoring indicates that all teachers effectively and consistently deploy, where appropriate, the following questioning techniques to ensure pupils self-regulate and think hard:</p> <ul style="list-style-type: none"> • Cold calling • Time, Pair, Share • Rally Robin <p>90% of teacher questioning is identified as strong</p> <p>Book looks indicate that all teachers are effectively using cumulative quizzing, retrieve two things and connect across History, Geography and Science End of unit vocabulary quizzing in History, Geography and Science indicate that 90% of pupils achieve full marks</p> | <p>Swivel Machinery - £1,000 Swivel Pro - £85.00 Ipad for SWIVEL - £750 Walkthru Subscription - £840 Walkthrus Books and Resources - £154 Kagan Training - £4,000 Kagan Resources - £2,000</p> <p>Total - £8,829</p> |

| EEF Recommendation 1: Teaching and whole-school strategies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---------------|----------|-----|-----|----------|-----|-----|----------|-----|-----|----------|-----|---|---|------|--------|----------------------|----------|-----|-----|----------|-----|-----|--|--|-------|----------------|---------------|------------|------------|---------------|------------|------------|---------------|------------|------------|---------------|------------|------------|---------------|------------|------------|
| EEF Strategy: Support Great Teaching – High Quality Teaching for All | EEF Rationale: Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning Improving the quality of teaching—both the planning and implementation—is almost always supported by high quality professional development. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Specific implementation at Ham Dingle</p> <p>Further enhance whole school reading provision to prepare all pupils to become readers for life, fostering a deep love of reading for both pleasure and information (see SIP for additional key leavers and actions)</p> <p>Review Spring 2022 Update RAG Rated</p> <ol style="list-style-type: none"> 1. Refine and enhance the school's lesson approach to the delivery of WCR, ensuring explicit teaching of core reading strategies 2. Further strengthen the school's early reading strategy to ensure that the school is effectively incorporating all areas of the simple view of reading 3. Overhaul the school's core reading literature spine to ensure that the following concepts are included: <p>Diverse Representation Relevant Social Issues Big Ethical Questions Moral Dilemmas</p> | <p>Intended Impact</p> | <p>Cost</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ol style="list-style-type: none"> 1. Refine and enhance the school's lesson approach to the delivery of WCR, ensuring explicit teaching of core reading strategies 2. Further strengthen the school's early reading strategy to ensure that the school is effectively incorporating all areas of the simple view of reading 3. Overhaul the school's core reading literature spine to ensure that the following concepts are included: <p>Diverse Representation Relevant Social Issues Big Ethical Questions Moral Dilemmas</p> | <p>Summer term data indicates that:</p> <ul style="list-style-type: none"> • 90% of non-SEND pupils achieved ARE for reading. • 90% of non-SEND pupils are within 6 months of their reading age. • the total proportion of pupils achieving a scale score of 94-115+ is in line with FFT20 reading target. • All class have achieved their reading target for the proportions of pupils achieving ARE. • At least 80% of Yr1 pupils have achieved the phonics screening check. • At least 80% of Reception children are on track to achieve the Yr1 phonics screening check. | <p>Text Equipment and resources linked to reading spine to enhance cultural capital - £3,000</p> <p>Reading Spine books to deliver WCR - £3,000</p> <p>Total £,6,000</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Review Spring 2022 update | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Reading - % Working At+</p> <table border="1"> <caption>Reading - % Working At+</caption> <thead> <tr> <th>Term</th> <th>Working at+</th> <th>Group Avg WA+</th> </tr> </thead> <tbody> <tr> <td>Sum 2021</td> <td>89%</td> <td>78%</td> </tr> <tr> <td>Aut 2021</td> <td>88%</td> <td>75%</td> </tr> <tr> <td>Spr 2022</td> <td>91%</td> <td>80%</td> </tr> <tr> <td>Tgt 2022</td> <td>91%</td> <td>-</td> </tr> </tbody> </table> | Term | Working at+ | Group Avg WA+ | Sum 2021 | 89% | 78% | Aut 2021 | 88% | 75% | Spr 2022 | 91% | 80% | Tgt 2022 | 91% | - | <p>Reading age - within 6 mths+</p> <table border="1"> <caption>Reading age - within 6 mths+</caption> <thead> <tr> <th>Term</th> <th>6 mth+</th> <th>Group Average 6 mth+</th> </tr> </thead> <tbody> <tr> <td>Aut 2021</td> <td>90%</td> <td>80%</td> </tr> <tr> <td>Spr 2022</td> <td>87%</td> <td>79%</td> </tr> </tbody> </table> | Term | 6 mth+ | Group Average 6 mth+ | Aut 2021 | 90% | 80% | Spr 2022 | 87% | 79% | <p>The latest reading data indicates that 91% of non-send pupils are working at ARE across the school for reading with 87% within 6 months of their reading age.</p> <table border="1"> <thead> <tr> <th></th> <th>% ARE</th> <th>% R.A 6 months</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>89%</td> <td>86%</td> </tr> <tr> <td>Year 2</td> <td>86%</td> <td>86%</td> </tr> <tr> <td>Year 3</td> <td>92%</td> <td>92%</td> </tr> <tr> <td>Year 4</td> <td>96%</td> <td>85%</td> </tr> <tr> <td>Year 5</td> <td>90%</td> <td>84%</td> </tr> </tbody> </table> <p>Phonics Screening Check - 83% of the cohort have achieved the required standard.</p> | | % ARE | % R.A 6 months | Year 1 | 89% | 86% | Year 2 | 86% | 86% | Year 3 | 92% | 92% | Year 4 | 96% | 85% | Year 5 | 90% | 84% |
| Term | Working at+ | Group Avg WA+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sum 2021 | 89% | 78% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut 2021 | 88% | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spr 2022 | 91% | 80% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tgt 2022 | 91% | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Term | 6 mth+ | Group Average 6 mth+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aut 2021 | 90% | 80% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spr 2022 | 87% | 79% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | % ARE | % R.A 6 months | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 89% | 86% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 86% | 86% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 92% | 92% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | 96% | 85% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 90% | 84% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

EEF Recommendation 1: Teaching and whole-school strategies

EEF Strategy: Support Great Teaching – High Quality Teaching for All

EEF Rationale: Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning Improving the quality of teaching—both the planning and implementation—is almost always supported by high quality professional development.

Specific implementation at Ham Dingle
 Further refine and enhance the school’s maths mastery approach to enable a greater security of mathematical understanding and fluency (see SIP for additional key leavers and actions)

Review Spring 2022 Update RAG rated

Intended Impact

Cost

1. Overhaul long-term maps to ensure strands and units are revisited more frequently.
2. Put in place the KS1 number fact grid to ensure that pupils move to KS2 secure with the set number facts
3. Purchase and embed the use of manipulatives to support concrete understanding
4. Continue the support with the Maths Hub, Gig Mill Primary School
5. Raise further the profile of Stick and Split and TTRockstars
6. Further enhance maths mental and oral starters
7. Improve the teaching of generalisations
8. Continue to access support from UL Maths advisors

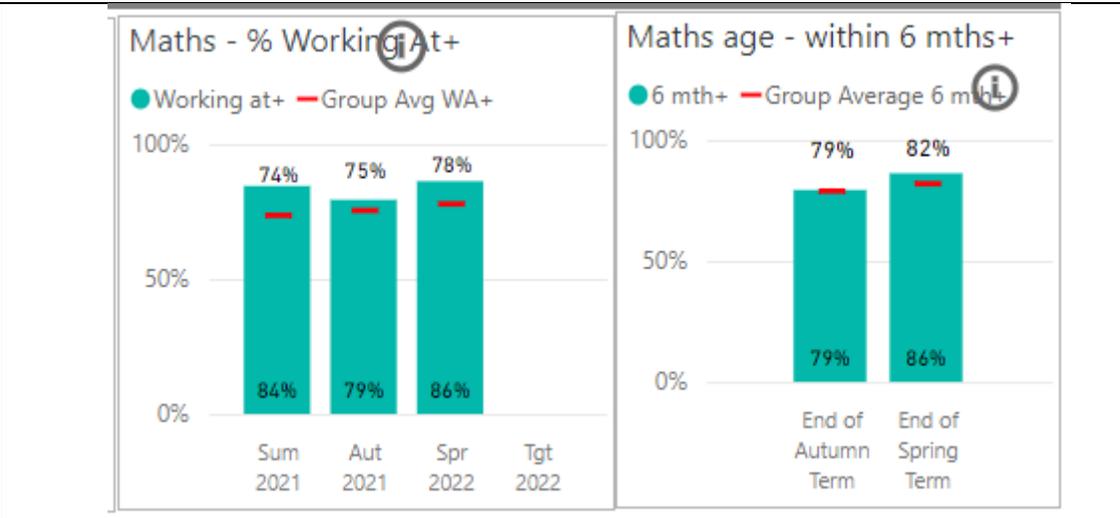
Summer Term Data indicates that:

- All teachers are planning and resourcing lessons that meet the needs of all pupils in their class
- Teaching of maths is at least good in all classrooms.
- Summer term data indicates that 90% of non-SEND pupils achieved ARE for maths.
- Summer term data indicates that 90% of non-SEND pupils are within 6 months of their maths age.
- Summer term maths data indicates that the total proportion of pupils achieving a scale score of 94-115+ is in line with FFT20 maths target.
- All classes have achieved their maths target for the proportions of pupils achieving ARE.

Ready Check Go Tests - £448
 Mathletics - £4,000
 Third Space Learning Maths CPD Library - £780

 Total - £5,228

Review Spring 2022 update



The latest maths data indicates that 86% of non-send pupils are working at ARE across the school for maths with 86% within 6 months of their maths age.

| | % ARE | % R.A 6 months |
|---------------|------------|----------------|
| Year 1 | 94% | 97% |
| Year 2 | 91% | 80% |
| Year 3 | 78% | 80% |
| Year 4 | 85% | 94% |
| Year 5 | 86% | 82% |

| EEF Recommendation 1: Teaching and whole-school strategies | | |
|---|--|-------------|
| EEF Strategy: Support Great Teaching – High Quality Teaching for All | EEF Rationale: Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning Improving the quality of teaching—both the planning and implementation—is almost always supported by high quality professional development. | |
| <p align="center">Specific implementation at Ham Dingle</p> <p align="center">Strengthen the teaching and learning of phonics and early reading with the introduction and embedding of a new programme (see SIP for additional key leavers and actions)</p> <p>Review Spring 2022 Update RAG rated</p> | Intended Impact | Cost |
| <ol style="list-style-type: none"> 1. Consistent approach to teaching of Phonics across Rec/KS1 that is rigorous, targeted & moves at pace. 2. Letters and Sounds programme replaced by ReadWriteInc 3. Identified pupils to receive additional phonics intervention 4. Best practice visits to observe RWi delivery | <ul style="list-style-type: none"> • All non-SEND pupils pass the Phonics Screening Check at end of Yr 1 • 100% of non-SEND retest Yr2 pupils reach the required standard in the PSC • 100% of phonics delivery is judged to be good | |
| Review Spring 2022 update | | |
|  <p>The Phonics data for Year 1 shows that 83% are on track to be Working At the expected level which is within reach of their end of year target of 89%. This is a significant improvement on the 62% who were on track at the end of the Autumn term and in line with last year's Year 1 outcomes.</p> | | |

EEF Recommendation 1: Teaching and Whole School Strategies

EEF Strategy: Effective diagnostic assessment and feedback

EEF Rationale: Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments

| | | |
|--|-------------------------------|--------------------|
| <p>Specific implementation at Ham Dinge</p> <p>Ensure highly effective diagnostic assessment and feedback accurately supports planning and provision to promote catch-up – especially writing</p> <p>Review Spring 2022 Update RAG rated</p> | <p>Intended Impact</p> | <p>Cost</p> |
|--|-------------------------------|--------------------|

1. Forensically identifying writing gaps in each strand from the previous year group
2. Introduce year group GPS target feedback and assessment system
3. All English lessons to begin with a GPS starter which focuses on skills from the previous year group
4. Put in place bespoke writing targets, linked to identified gaps, for each child to ensure they are consistently revisiting and reviewing this criteria.
5. Strengthen writing assessment and moderation processes
6. Put in place end of unit checklists, with clear and relevant ingredients for success
7. Ensure all classroom display the non-negotiables for Year group writer

All classes will achieve their agreed year group writing targets of:

| | Starting Points | | | |
|--------|-----------------|---------------|-----------|----------------------|
| | KS1 Data | FFT 20 Target | UL Target | Summer 2021 Baseline |
| Year 1 | | | | 87% |
| Year 2 | | 75% | 95% | 70% |
| Year 3 | | | 86% | 71% |
| Year 4 | | 69% | 86% | 54% |
| Year 5 | 87% | 93% | | 66% |
| Year 6 | 84% | 93% | 90% | 80% |

Mark Plus subscription - £200

Total - £200

Review Spring 2022 update

The latest writing data indicates that 79% of non-send pupils are working at ARE across the school for writing, this is an increase of 8 percentage points from the autumn term data. All year groups have made progress from their summer baseline, in particular year 4 and year 5.

| | % ARE | FFT 20 Target | UL Target | Progress from Summer Baseline |
|-------------------------------------|-------|-----------------|-----------|-------------------------------|
| Year 1 | 74% | | | -13% |
| Year 2 | 78% | Exceeded by 3% | -17% | +8% |
| Year 3 | 82% | | -4% | +11% |
| Year 4 | 80% | Exceeded by 11% | -6% | +26% |
| Year 5 (back in line with KS1 data) | 86% | -7% | | +20% |
| Year 6 (back in line with KS1 data) | 85% | -8% | -5% | +5% |

| EEF Recommendation 2: Targeted Approach | | |
|--|---|---|
| EEF Strategy: One to one and small group tuition | High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.' Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years' | |
| Specific implementation at Ham Dingle High quality 1:1 and small group tuition | Intended Impact | Cost |
| 1. Put in place School Led Tutoring programme from January 2022 | Targeted pupils' gap's will narrow or close and pupils will achieve their end of year target for the subject that they have received the tutoring in. | School led tutoring top up funding £2,025 450 hours of school led tutoring at £18 per hour £8,100 Total - £10,125 |
| Review Spring 2022 update | | |
| The progress and attainment of the pupils receiving tutoring was scrutinised at class Pupil Progress meetings. Identified gaps are being addressed and closed and good progress is being made towards the pupils achieving ARE by the end of the year. | | |

| EEF Recommendation 2: Targeted Approach | | |
|---|---|--|
| EEF Strategy: Intervention | EEF Rationale: Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well chosen, and well implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning. In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers | |
| <p align="center">Specific implementation at Ham Dingle</p> <p align="center">Implement evidence led interventions in the areas where pupils have lost the most learning – only using those we know have impact</p> <p>Review Spring 2022 Update RAG Rated</p> | Intended Impact | Cost |
| <ol style="list-style-type: none"> 1. Ensure bottom 20% of readers continue to receive 1:1 reading support over and above WCR 2. Put in place RWI Phonics 10 minute tutoring for those pupils who require it 3. Screen pupils for NESSY and put in place from Year 3 onwards 4. Continue to provide NELI for those children identified as requiring it 5. Put in place Primary Wellcomm for those pupils in Yr 1-6 who required additional speech and language support 6. Put in place SHINE reading intervention for those pupils who require it 7. Put in place SHINE maths intervention for those pupils who require it 8. Introduce the NCTEM mastering number programme for KS1 and EY 9. Put in place school led tutoring for Year 6 -<i>Group based booster groups have been delivered in place of School led tutoring</i> | <p>Bottom 20% of readers have increased their reading age by at least 12 months from Summer21 PIRA paper</p> <p>End of Year phonics target has been achieved</p> <p>Targeted children have made the agreed progress and achieved their individual targets in relation to the intervention received and area of identified need.</p> | <p>Wellcomm Early Years Primary Toolkit - £850</p> <p>NESSY - £270</p> <p>SHINE PIRA - £400</p> <p>SATS Booster CGP - £750</p> <p>£2,270</p> |
| Review Spring 2022 update | | |
| <p>A new whole school approach was introduced to ensure interventions were effective and measurable. A whole school provision map was created, then Class catch up plans were written identifying the pupils requiring intervention, what intervention they would have, who would deliver it, how long for and what the exit criteria would be. Individual record sheets were then kept by the person delivering the intervention to monitor attendance, progress and outcomes. Mid point and end point reviews were then carried out to evaluate the effectiveness of the intervention.</p> <p>This system has been effective and is still being fine tuned to ensure consistency of approach and delivery.</p> <p>The RWI phonics 1:1 tutoring has been effective and has resulted in positive outcomes. Nessy is providing support for pupils with specific difficulties. NELI was used initially in EYFS and they have now moved to using Wellcomm which is providing effective support across the school. The PIRA and PUMA SHINE materials have been very effective at closing specific gaps for individuals and small groups. Mastering Numbers has been a huge success and we are seeing improvements in EYFS, Year 1 and Year 2 number work as a result.</p> <p>As all of these interventions are tailored for small groups and the outcomes can be seen at individual pupil level data.</p> | | |

| EEF Recommendation 3: Wider Approaches | | |
|--|---|-------------|
| EEF Strategy: Supporting pupils' social, emotional and behavioural Needs. | A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year. As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial | |
| <p align="center">Specific implementation at Ham Dingle</p> <p align="center">Supporting pupils' social, emotional and behavioural needs</p> <p>Review Spring 2022 Update RAG Rated</p> | Intended Impact | Cost |
| <ol style="list-style-type: none"> 1. Refresh staff's knowledge on Nurture Principles 2. Train staff on Conscious Discipline principles and emotional coaching 3. Introduce Brain Smart Start 4. Train staff on emotional intelligence and perception | <p>Families and children are supported</p> <p>Children needs are identified and met</p> | |
| Review Spring 2022 update | | |
| Behaviour at Ham Dingle is good, but the introduction of Conscious Discipline has had a visible impact on behaviour management across the school. Using Brain Start Smart has linked well with the introduction of Kagan structures and raise the profile of collaborative learning. The Class Family concept is well embedded now and we are seeing pupils acting more considerately towards each other to help keep everyone safe. | | |

EEF Recommendation 3: Wider Approaches

EEF Strategy: Parental Engagement

Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with academic outcomes. Schools and early years settings can support parents to engage with their children’s learning in a wide range of ways, for example, by:
 Providing regular feedback on children’s progress;
 Offering advice on improving the home learning environment; and
 Running more intensive programmes for children struggling with reading or behaviour.

Specific implementation at Ham Dingle

To further develop and enhance partnerships with parents and the school community to increase parental engagement in their child’s learning
 Provide pupils with manipulatives and practical resources to better support home learning

Intended Impact

Cost

Review Spring 2022 Update RAG Rated

1. Put in place Class Dojo so parents can be contacted directly throughout the day to share and celebrate pupils work instantly.
2. Purchase phonics flashcards for all pupils in Reception and Year 1 and hold parental workshops on how to use them and to teach parents the phonemes
3. Purchase Bug Club to ensure pupils have access to additional reading material linked to their phonic ability
4. Update school website to ensure that it includes useful links for parents to support their child at home
5. Hold parent kinetic letters and RWi workshops, so that they can support their child with their handwriting and letter formation at home

Parents understand the importance of all age pupils being read to, as well as listening them to read.

 Parents have the skills to support phonics and segmenting and blending

 Parents are actively using Bug Club to change their child’s home reader – ensuring they have access to plenty of reading material.

RWi Flashcards for home learning

 £3,400

Review Spring 2022 update

Class Dojo has now become our key vehicle for communicating with parents and carers. The number of responses/reads that we can see shows that this is the most effective way of getting messages out to parents/carers. Staff use Dojo to share achievements as well as notices and parents can see what their child has been working on that week.
 Parent Workshops have been well attended and posting a recording or the information on the website/Dojo has meant that we have been able to reach more parents/carers. More are planned for the summer term.
 Bug Club is enable pupils to read beyond their Phonics book without encountering sounds that have not yet learnt.
 The school website is being updated on a weekly basis to ensure parents are sign posted to support sites and networks, can access information about learning and have all of the latest school news.

Total Spend - £36,052

